Reframing Disciplinary Practices

Virginia Tiered Systems of Supports

Success for ALL Students

Sophia Farmer, VTSS Training Specialist
VTSS Research and Implementation Center

VTSS

A Framework for Student Success

What is the Virginia Tiered Systems of Supports?

A data-informed decision making framework for establishing the social culture and academic and behavioral supports needed for the school to be an effective learning environment (for academics, behavior and social-emotional wellbeing) for all students.

A process for Continuous Improvement

Increase effectiveness AND efficiency

Adapted from OSEP Center on PBIS, 2010

So what does that mean?

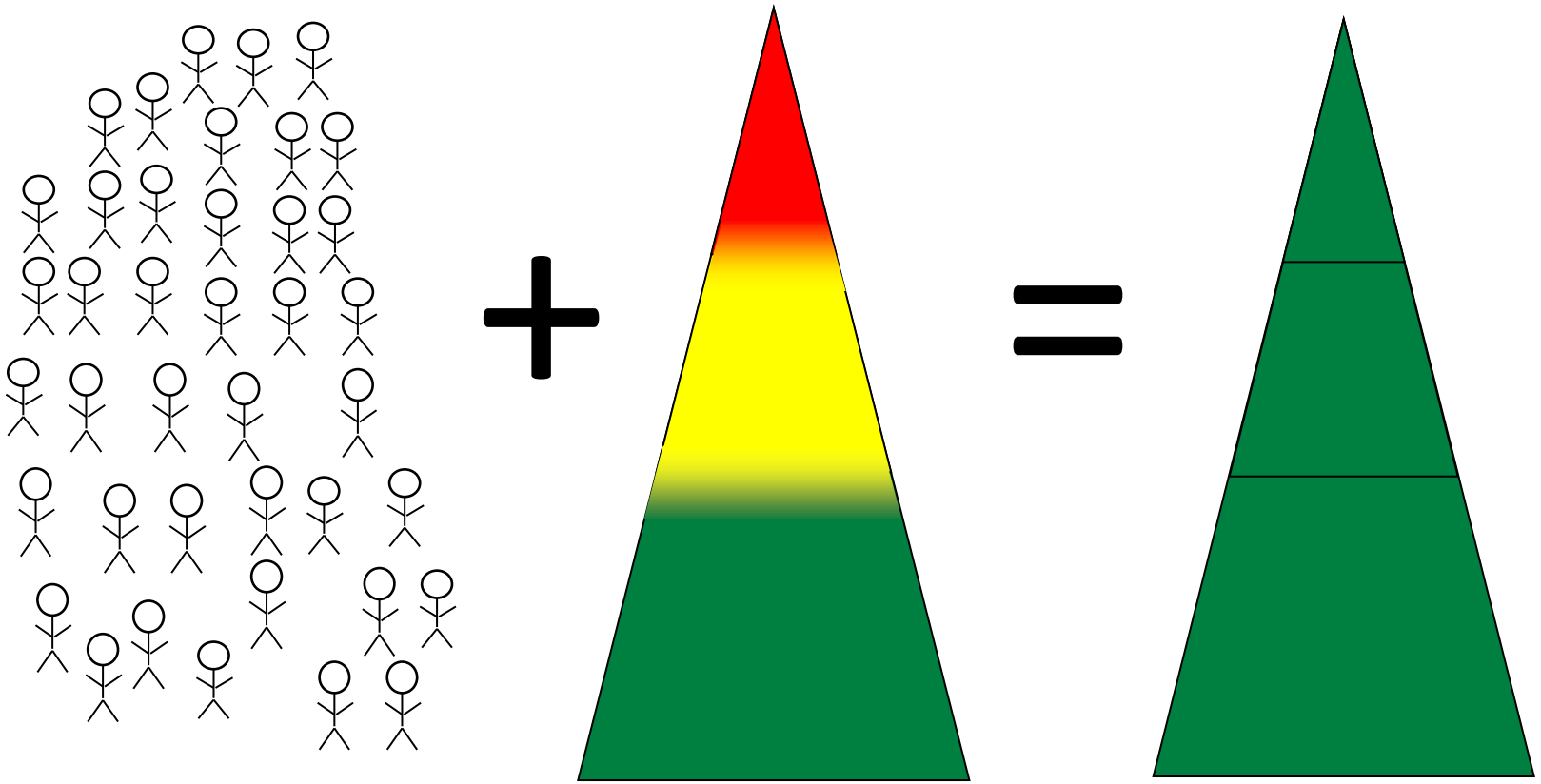
- What does this framework look like?
- Just tell me what to do!

Three Tiered Framework of Student Supports

These students

get these tiers of support

in order to meet benchmarks.

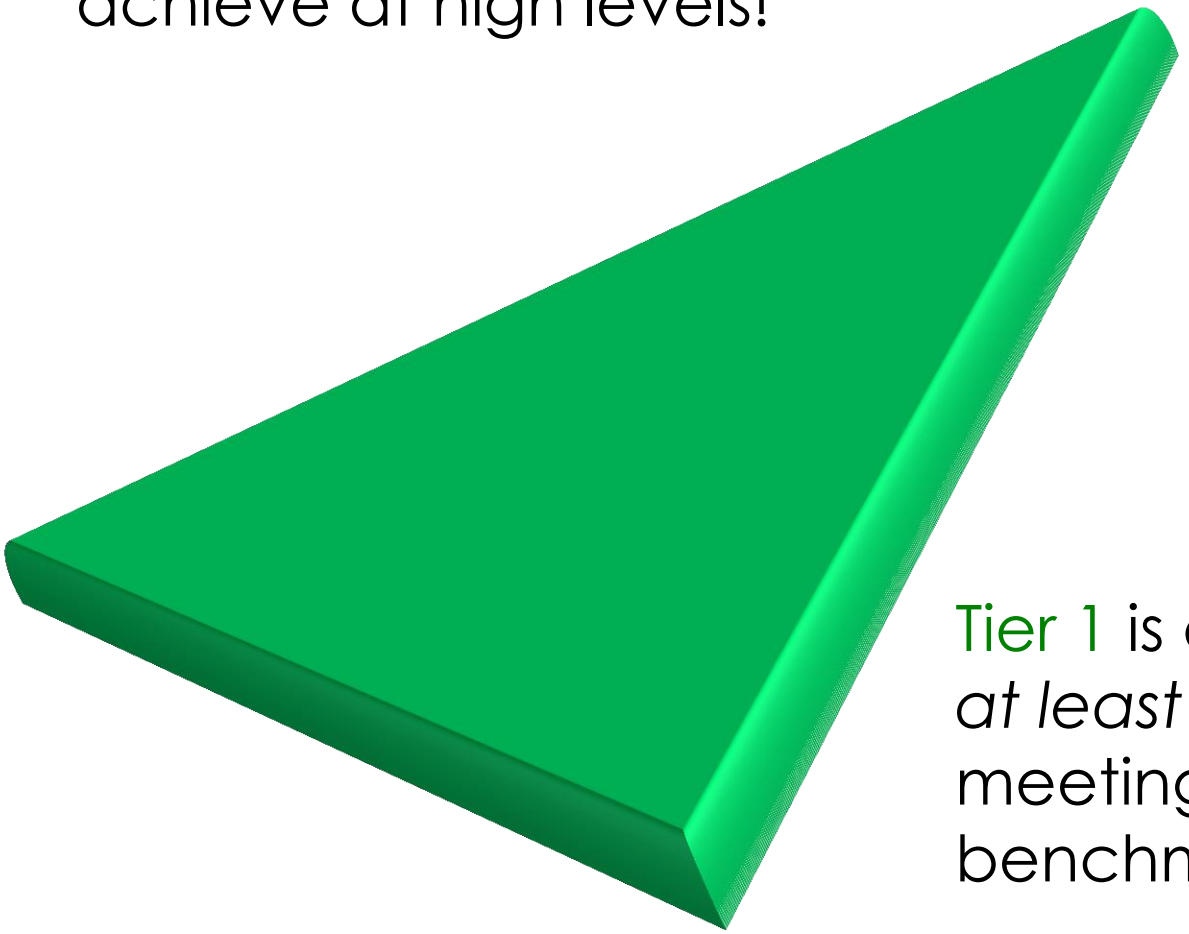


The goal of the tiers is student success, not labeling.

TIER I: Core, Universal

GOAL: 100% of students achieve at high levels!

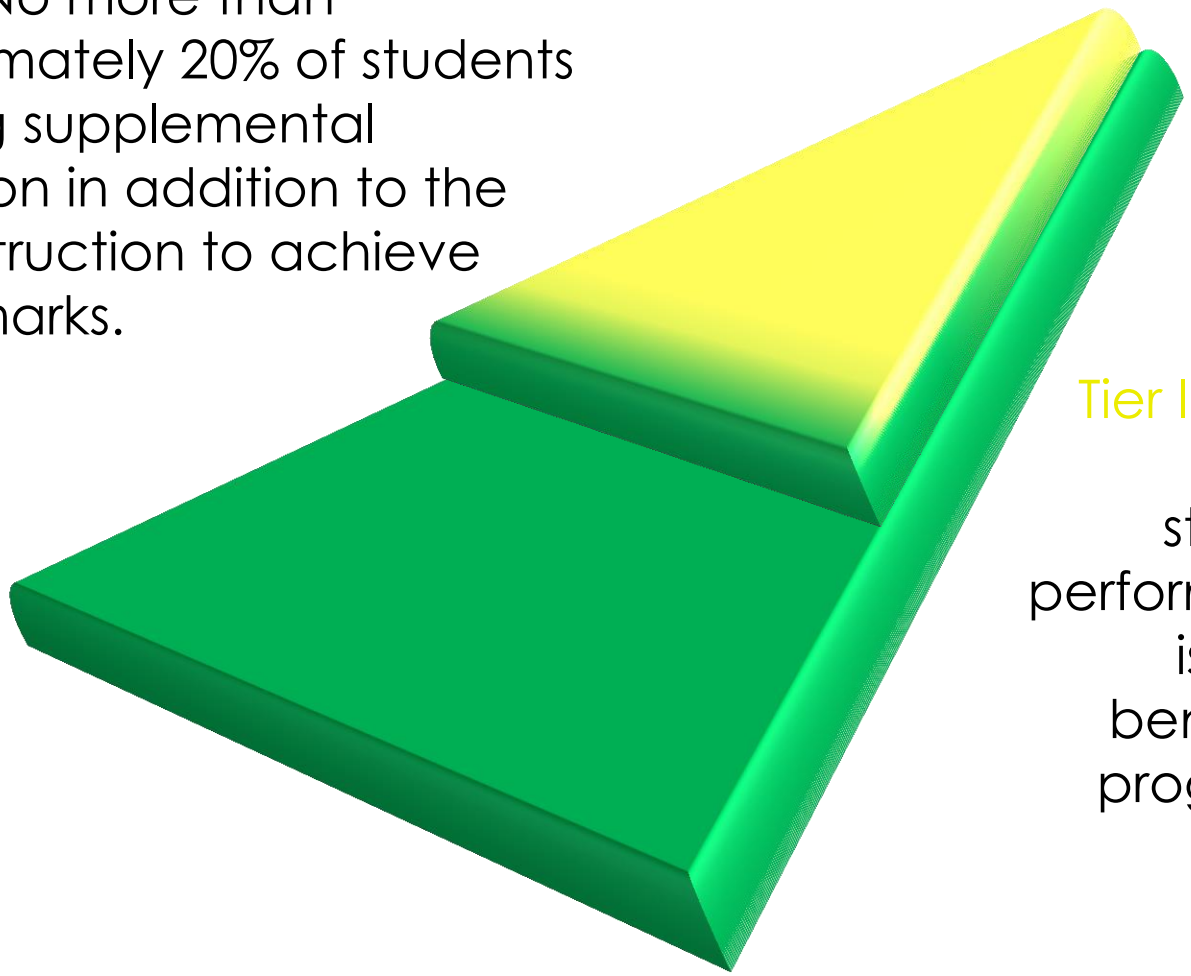
Implementing well researched programs and practices demonstrated to produce good outcomes for the majority of students



Tier 1 is effective if *at least* 80% are meeting benchmarks

TIER II: Supplemental, Targeted

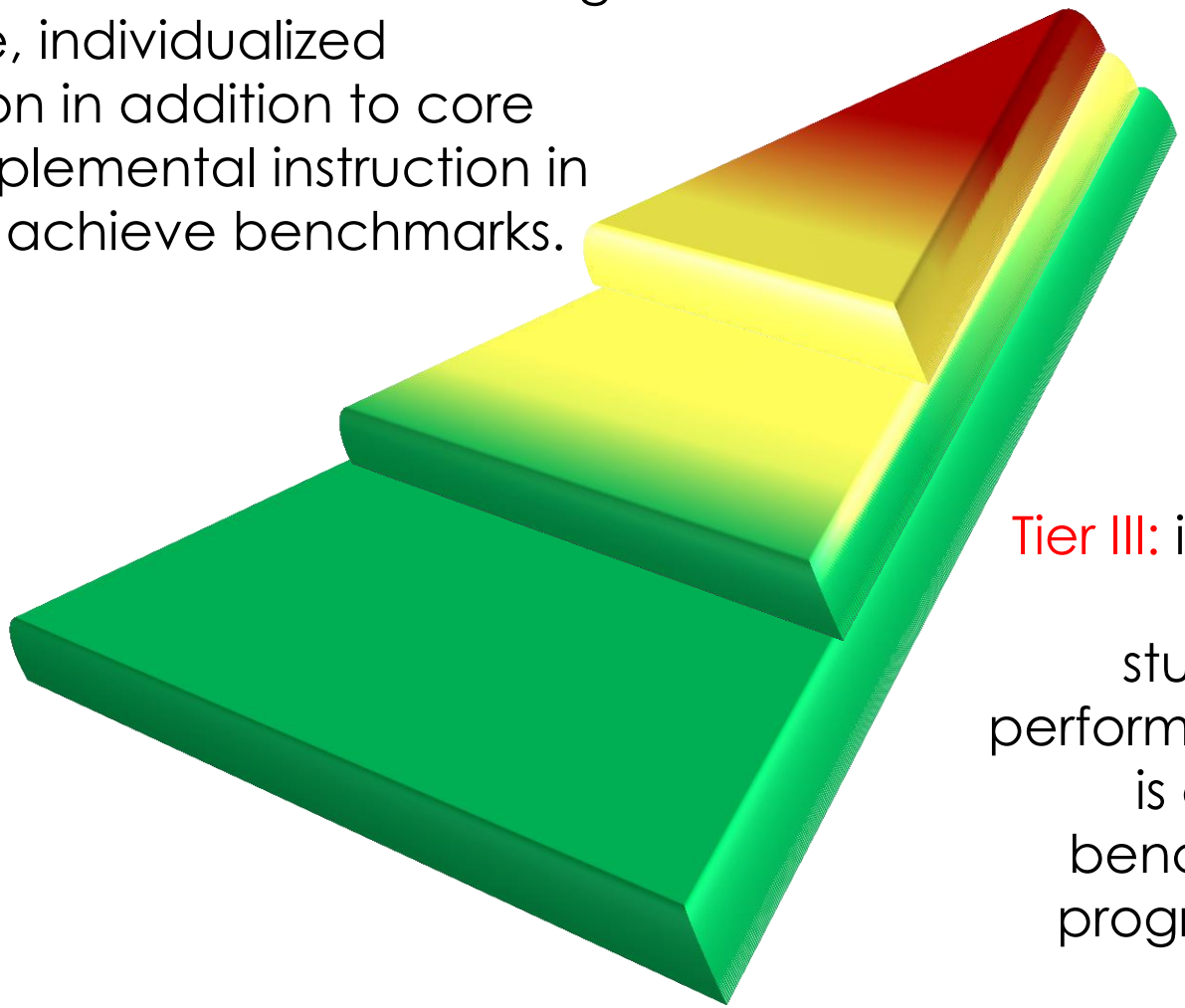
GOAL: No more than approximately 20% of students needing supplemental instruction in addition to the core instruction to achieve benchmarks.



Tier II is effective if at least 70-80% of students improve performance (i.e. gap is closing toward benchmark and/or progress monitoring goals)

TIER III: Intensive, Individualized

GOAL: 0-5% of students needing intensive, individualized instruction in addition to core and supplemental instruction in order to achieve benchmarks.



Tier III: is effective if at least 70-80% of students improve performance (i.e. gap is closing toward benchmark and/or progress monitoring goals)

Continuum of Support for ALL

Intensive

Targeted

Universal

Anxiety

Math

Spanish

Science

Lacrosse

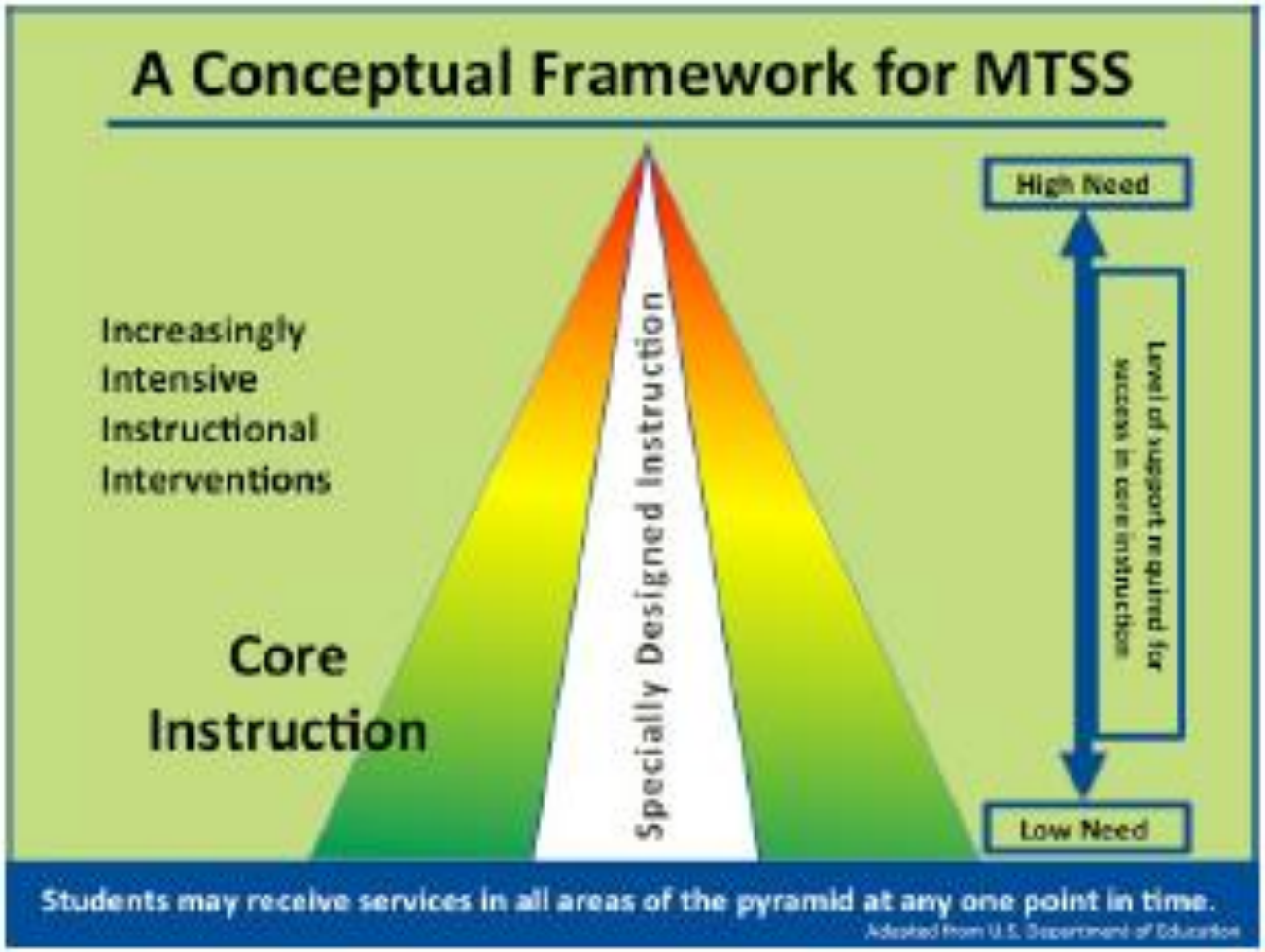
Reading

Soc skills

Soc Studies

Label behavior…not people

What does this mean for special education?



What about mental health and emotional wellness?

Why focus on Mental Health?

- One in five youth have a mental health "condition" that impacts social and academic success
  - About 50% of those get no treatment
- School is the "defacto" mental health provider
  - Of those that do…75% receive services in schools
- The Juvenile Justice system is next level of system default

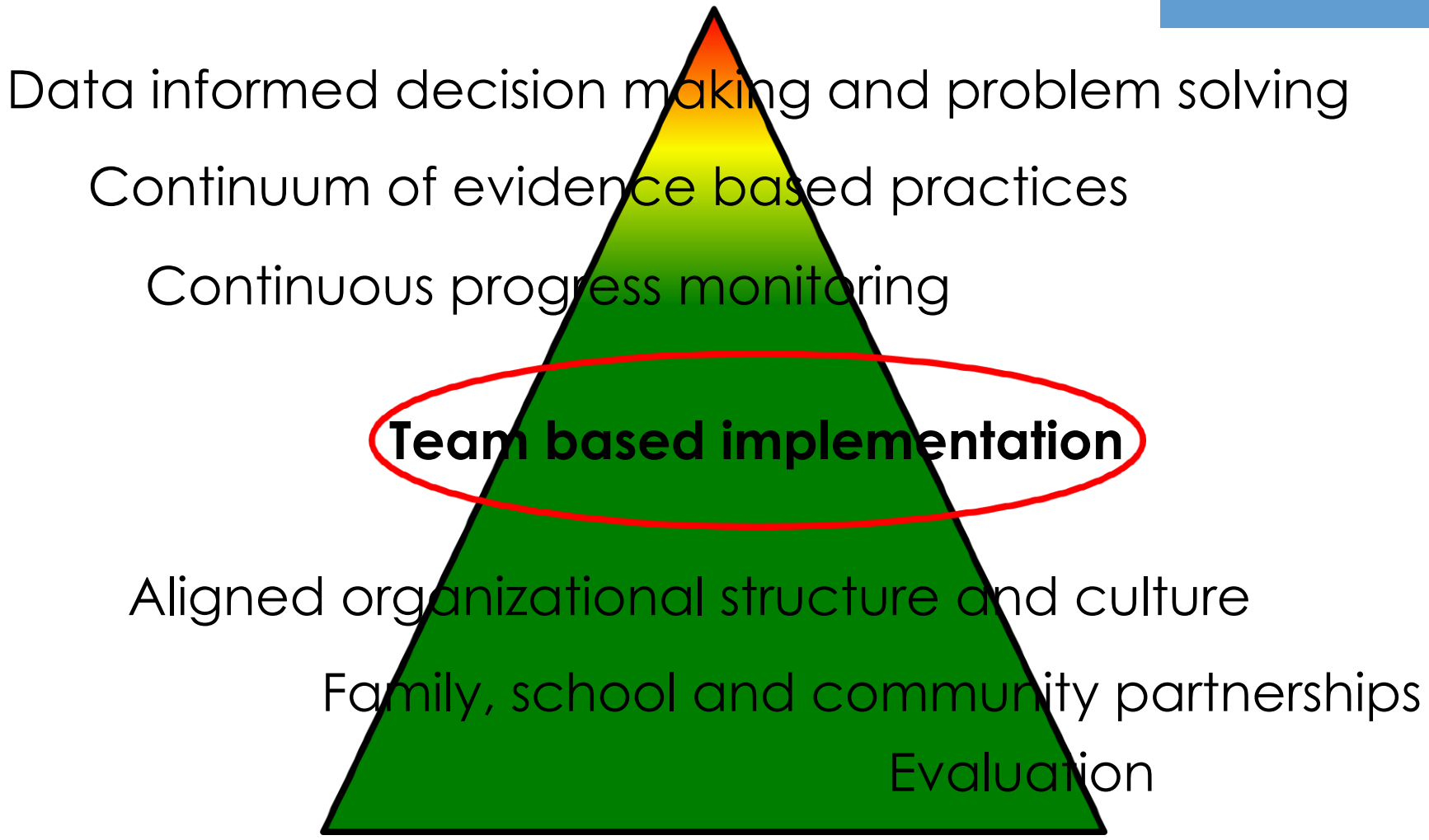
Why focus on cultural responsiveness?

- A sustainable framework requires a contextual fit between instructional supports and interventions and the values of families, teachers, schools, support personnel and community agency personnel

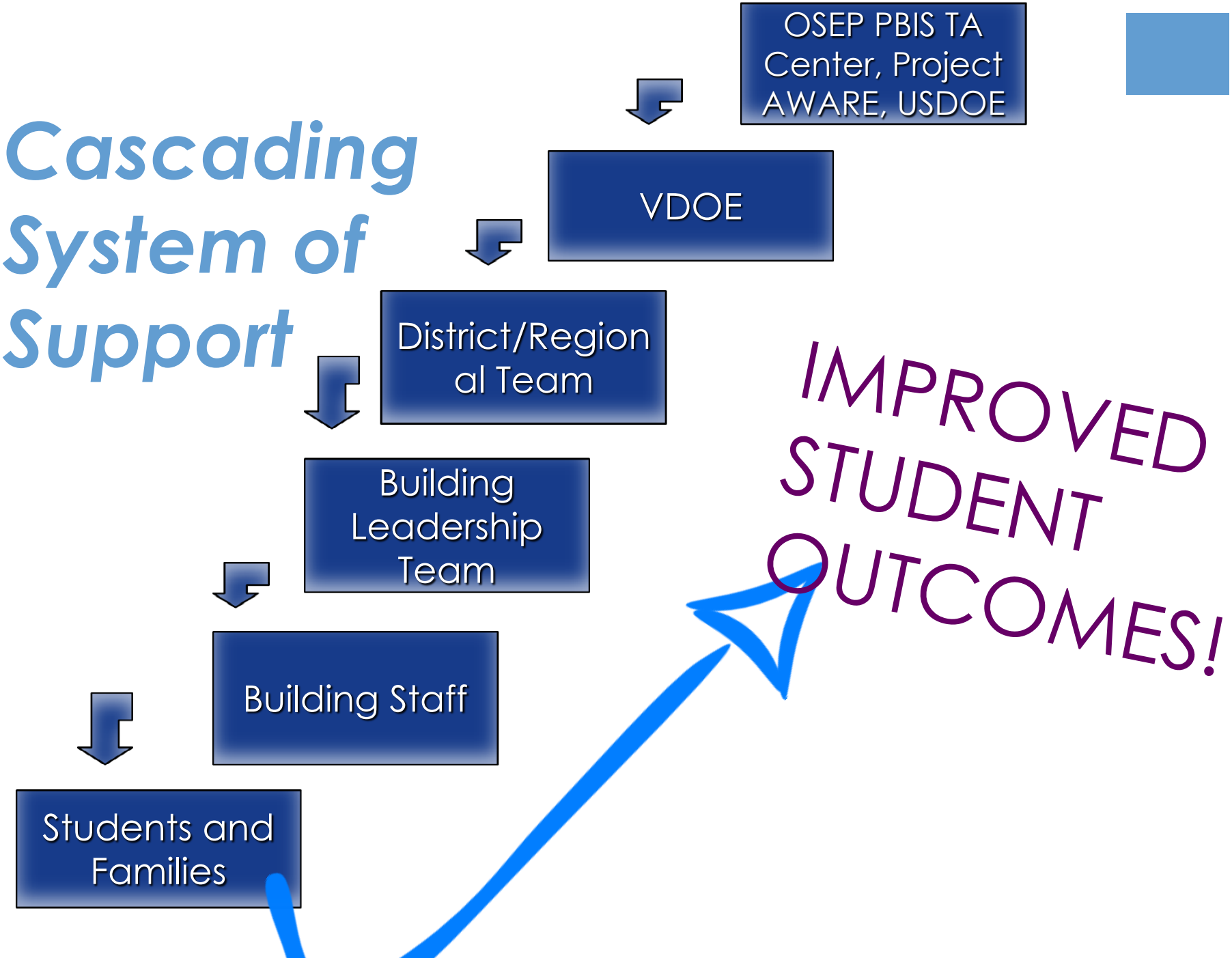
Culturally Responsive VTSS Implementation

- Monitoring disproportionality in discipline between dominant and non-dominant groups through analyzing data
- Collaborating with families and community members for teaching and learning
- Providing professional learning to increase awareness of differences between dominant and non-dominant cultural patterns

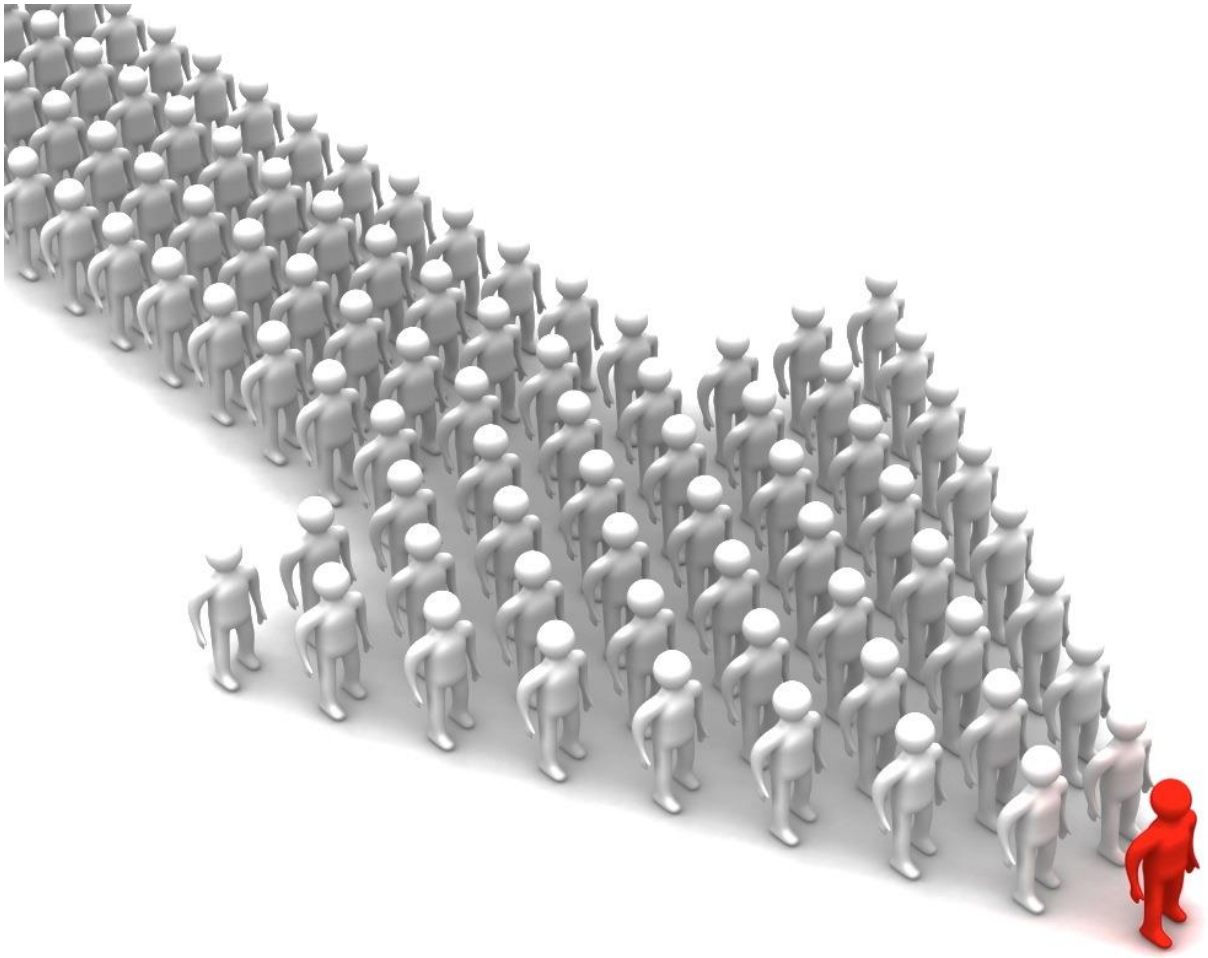
To Implement a Tiered System with Fidelity…



Cascading System of Support



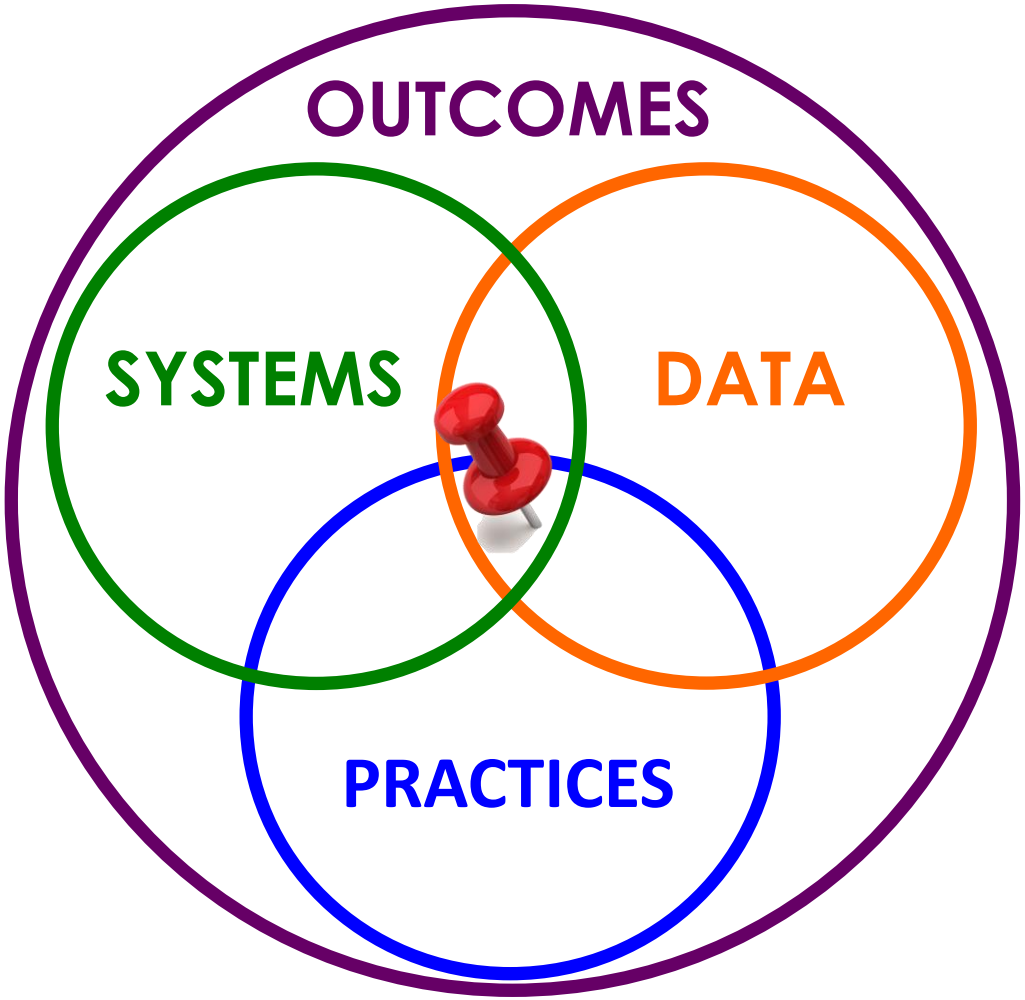
Superintendent Leadership



Central Office Leadership Team

School Based Leadership Team

Supporting Improvements in Behavioral Competence, Academic Achievement and Social-Emotional Wellness



Supporting Staff

Supporting Decision Making

Supporting Students

OSEP Center on Positive Behavioral Interventions & Supports
Effective Schoolwide Interventions

PBIS/VTSS Data Driven Decision Making

Evidence/Data that Identifies Need

Precision Statement – *What, When, Where, Who* – **Description of Current Reality**

Social Behavior Statement:

The most significant concern of the team is (*what*) _____, defined as _____. It is taking place most often (*where*, includes location) _____, and the behavior occurs (frequency) _____ and is most likely to happen (when) _____. The students most often engaging in this behavior are (*who*) _____. The perceived motivation for this behavior is _____.

---------- **OR** ----------

Academic Behavior Statement:

The most significant concern of the team is (what) _____, defined as _____and is evidenced by _____. Students (who) _____ are most likely to experience difficulty with this skill.

Other clarifying information:

Develop a Measurable Outcome – *Defined as positive behavior to increase.*

ons to Meet Goal

Solution Actions for Practices

How will we support students through the implementation of evidence based practices?

Solution Actions for Systems

How will we support staff in their work to implement evidence based practices?

☐Professional development days or sessions

☐Grade level/core/department/vertical team mtgs.

om Team Initiated Problem Solving (TIPS). Developed by S. Newton, A. Todd, R. Horner, Univ Oregon & B. Algozzine, & K. Algozzine, I
wp-content/uploads/2012/02/Todd_TIPS-overview-shared.pdf

Phases of Implementation

An ‘action plan’ for managing change

Focus	Stage	Description
Should we do it	Exploration/Preparation Activities	Decision regarding commitment to adopting the program/practices and supporting successful implementation.
Getting it right	Installation	Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct baseline data, develop plan.
	Initial Implementation	Roll-out the practices, work out details, learn and improve before expanding to other contexts.
Making it better	Full Implementation	Expand the program/practices to other locations, individuals, times- adjust from learning in initial implementation.
	Sustainability/Continuous Regeneration	Make it easier, more efficient. Embed within current practices.

Why a District Approach?

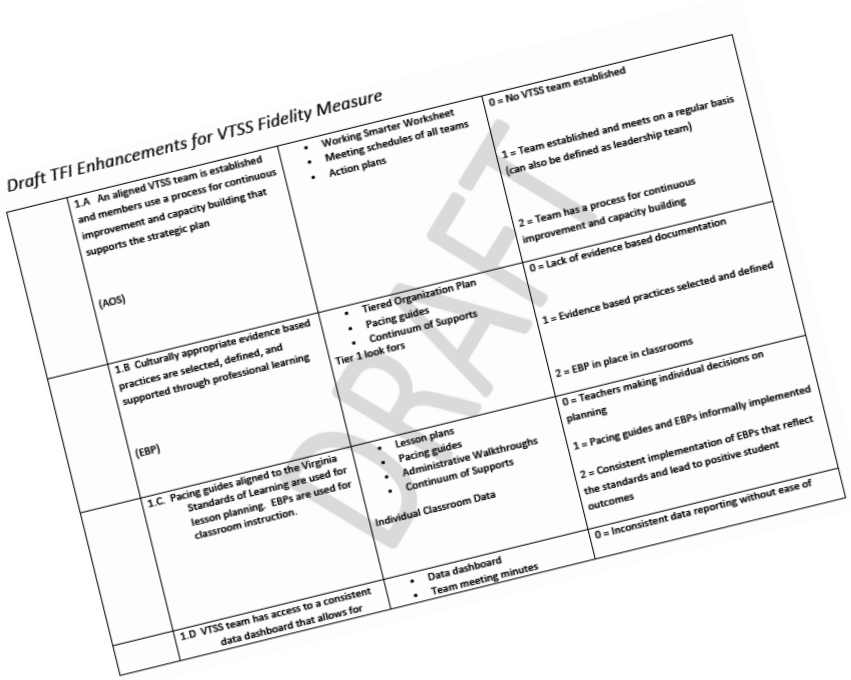
- Unit of ***implementation*** is at the building level
- Unit of ***support*** is at the district level (to develop local implementation support capacity)

Start with the end in mind…

District Capacity Assessment

Michelle A. Duda., Kimberly Ingram-West, Marick Tedesco, David Putnam, Martha Buenrostro, Erin Chaparro, & Rob Horner (2012)

Virginia Tiered System of Support (VTSS): A Guidebook to Support Implementation and Build Organizational Capacity

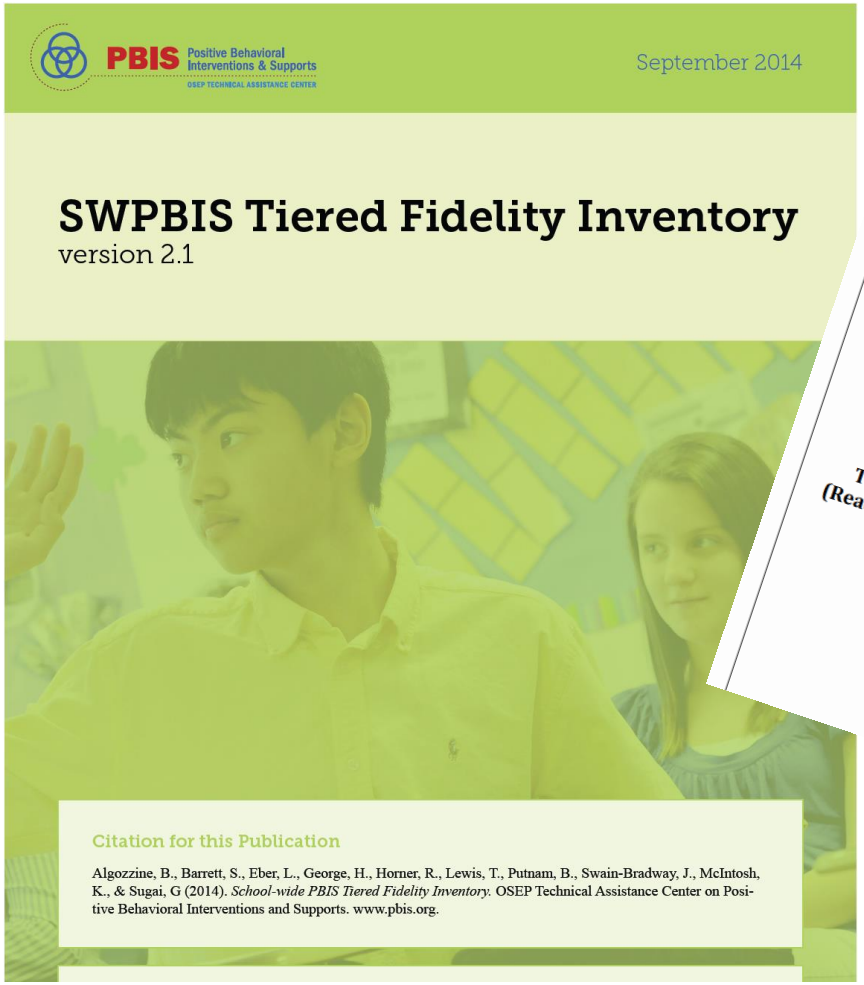


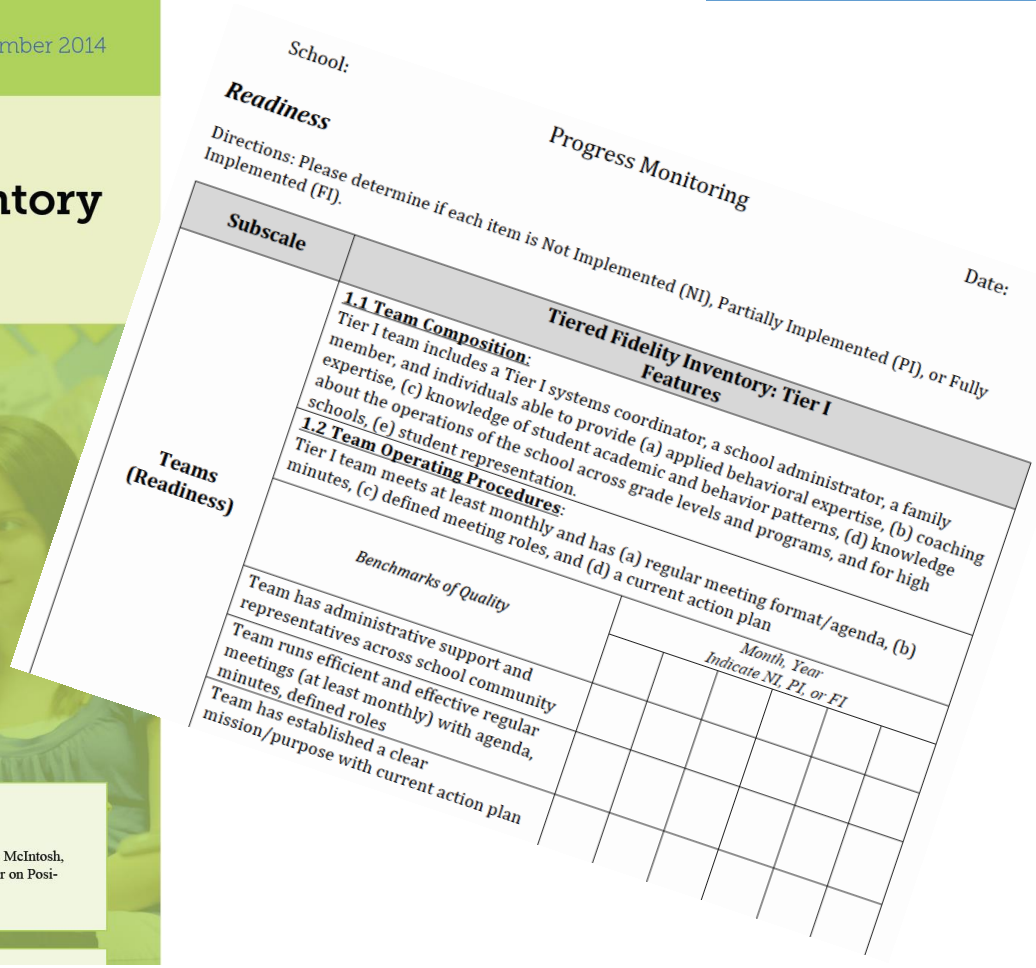
Draft TFI Enhancements for VTSS Fidelity Measure

	1.A An aligned VTSS team is established and members use a process for continuous improvement and capacity building that supports the strategic plan (AOS)	• Working Smarter Worksheet • Meeting schedules of all teams • Action plans	0 = No VTSS team established 1 = Team established and meets on a regular basis (can also be defined as leadership team) 2 = Team has a process for continuous improvement and capacity building
	1.B Culturally appropriate evidence based practices are selected, defined, and supported through professional learning (EBP)	• Tiered Organization Plan • Pacing guides • Continuum of Supports Tier 1 look fors	0 = Lack of evidence based documentation 1 = Evidence based practices selected and defined 2 = EBP in place in classrooms
	1.C Pacing guides aligned to the Virginia Standards of Learning are used for lesson planning. EBPs are used for classroom instruction.	• Lesson plans • Pacing guides • Administrative Walkthroughs • Continuum of Supports Individual Classroom Data	0 = Teachers making individual decisions on planning 1 = Pacing guides and EBPs informally implemented 2 = Consistent implementation of EBPs that reflect the standards and lead to positive student outcomes
	1.D VTSS team has access to a consistent data dashboard that allows for	• Data dashboard • Team meeting minutes	0 = Inconsistent data reporting without ease of

DRAFT

For the school…




School:

Date:

Readiness

Progress Monitoring

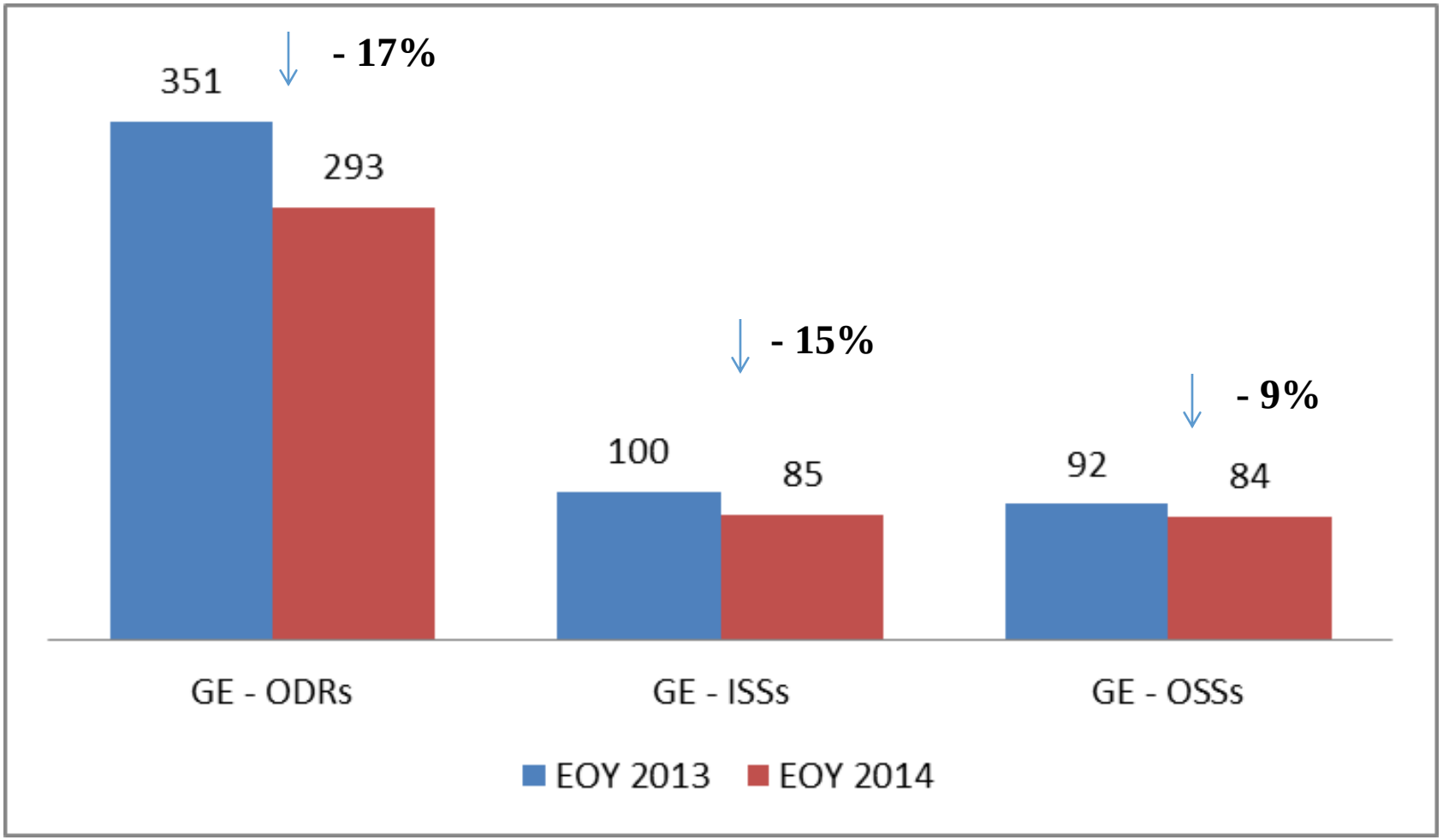
Directions: Please determine if each item is Not Implemented (NI), Partially Implemented (PI), or Fully Implemented (FI).

Subscale	Tiered Fidelity Inventory: Tier I Features	Benchmarks of Quality	Month, Year Indicate NI, PI, or FI
Teams (Readiness)	**1.1 Team Composition**: Tier I team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.	Team has administrative support and representatives across school community	
	1.2 Team Operating Procedures: Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan	Team runs efficient and effective regular meetings (at least monthly) with agenda, minutes, defined roles	
		Team has established a clear mission/purpose with current action plan	

What's in it for you?

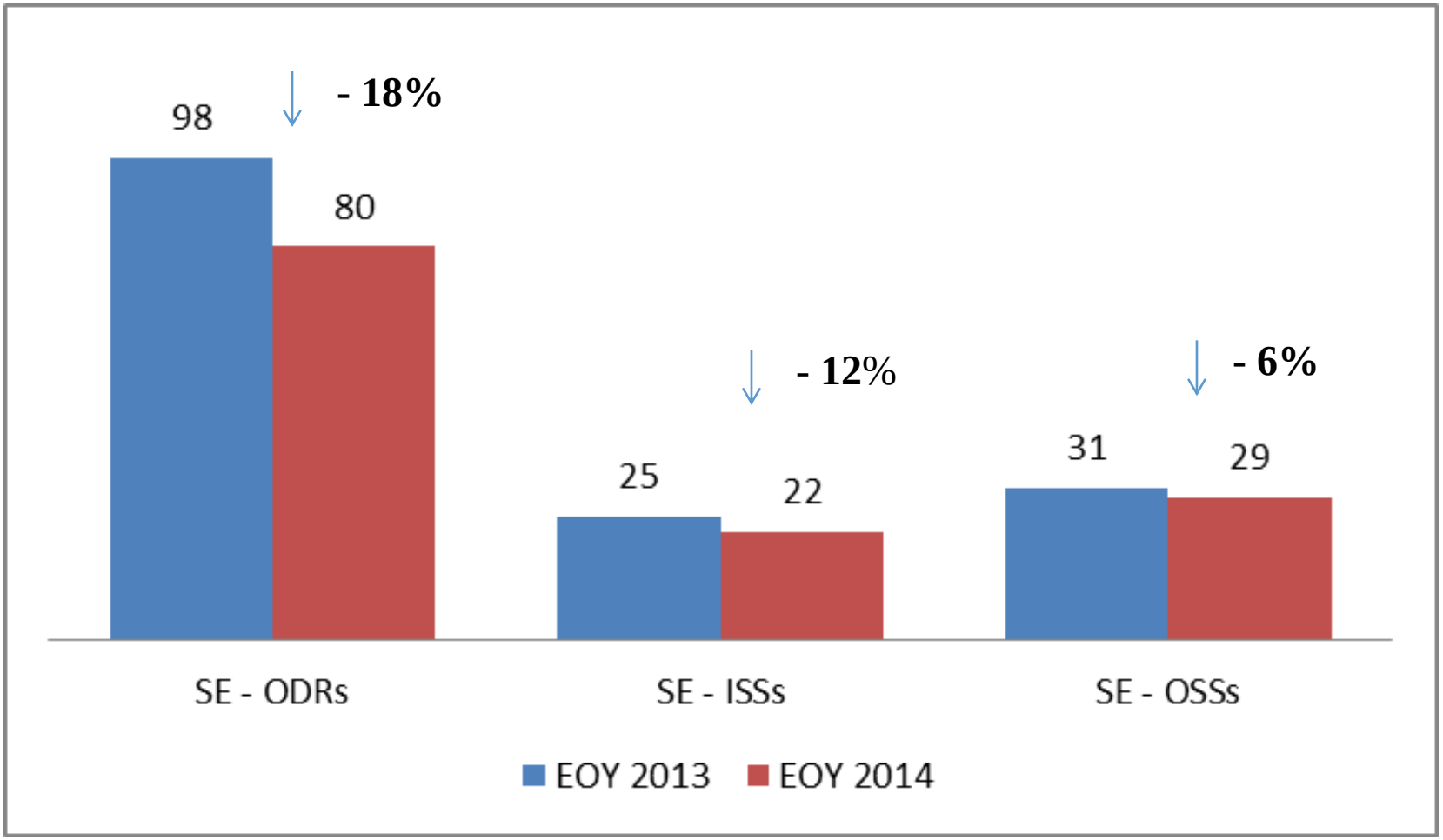
What can you expect from implementation of VTSS with fidelity?

Cohorts 1-5 Combined Outcome Data Comparisons General Education



GE – General Education Students

Cohorts 1-5 Combined Outcome Data Comparisons Special Education



SE – Special Education Students

Fidelity and Discipline

EOY 2014 Correlations between OSD Incident Rates and MDY 2014 BoQ Final Scores

OSD Incident Rates	Correlation
ODRs	–0.159*
ODRs – SE	–0.104
ISSs	–0.141*
ISSs – SE	–0.040
OSSs	–0.122*
OSSs - SE	–0.155*

*statistically significant using a 5% significance level

SOLs and Discipline

EOY 2014 Correlations between OSD Incident Rates and English SOLs

OSD Incident Rates	English SOL Correlations	Math SOL Correlations
ODRs	–0.184*	–0.294*
ODRs – SE	–0.023	–0.212*
ISSs	–0.053	–0.191*
ISSs – SE	0.043	–0.147*
OSSs	–0.333*	–0.375*
OSSs - SE	–0.261*	–0.363*

*statistically significant using a 5% significance level

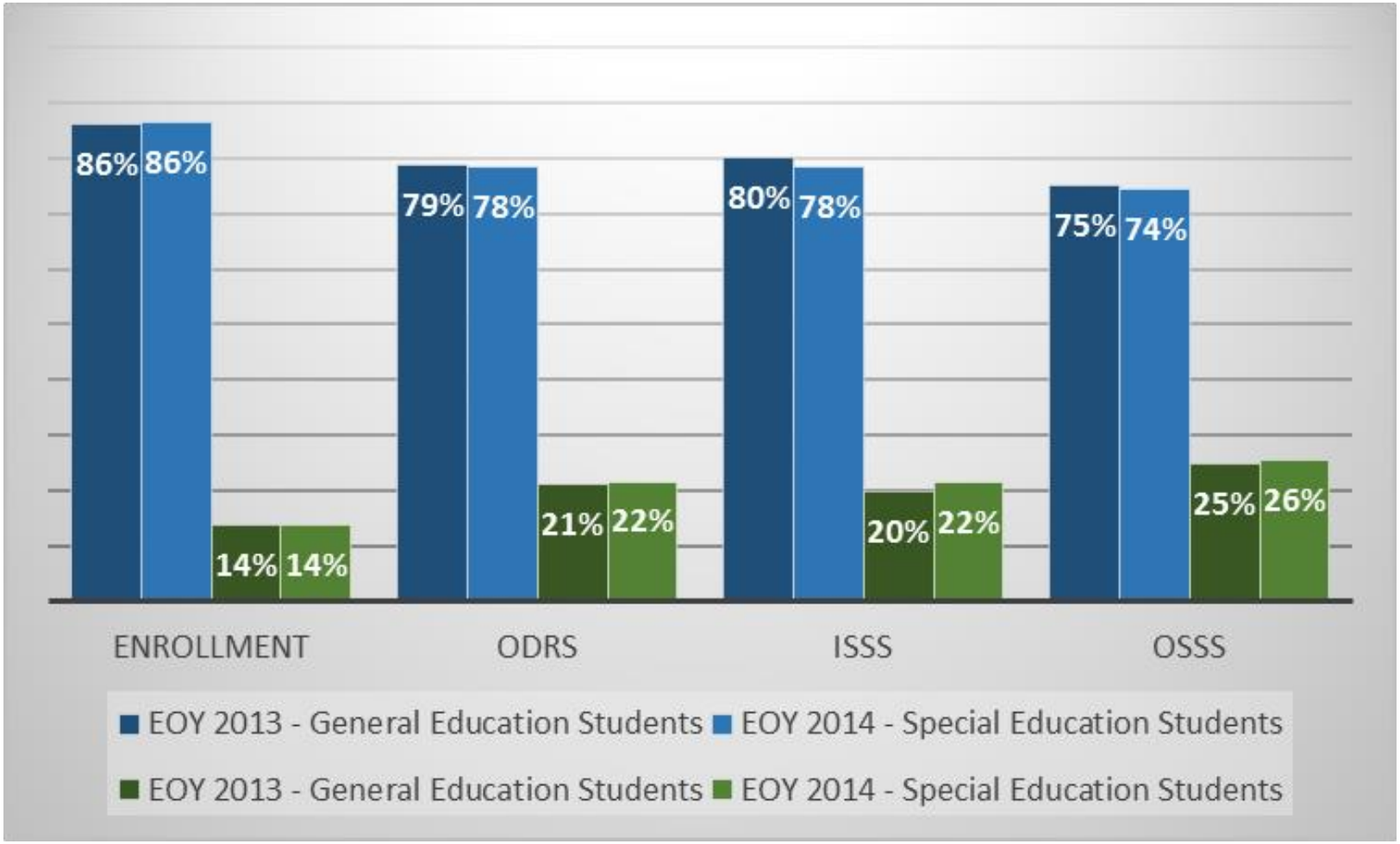
SOLs and Fidelity

MDY 2014 Correlations between BoQ Final Scores and SOLs

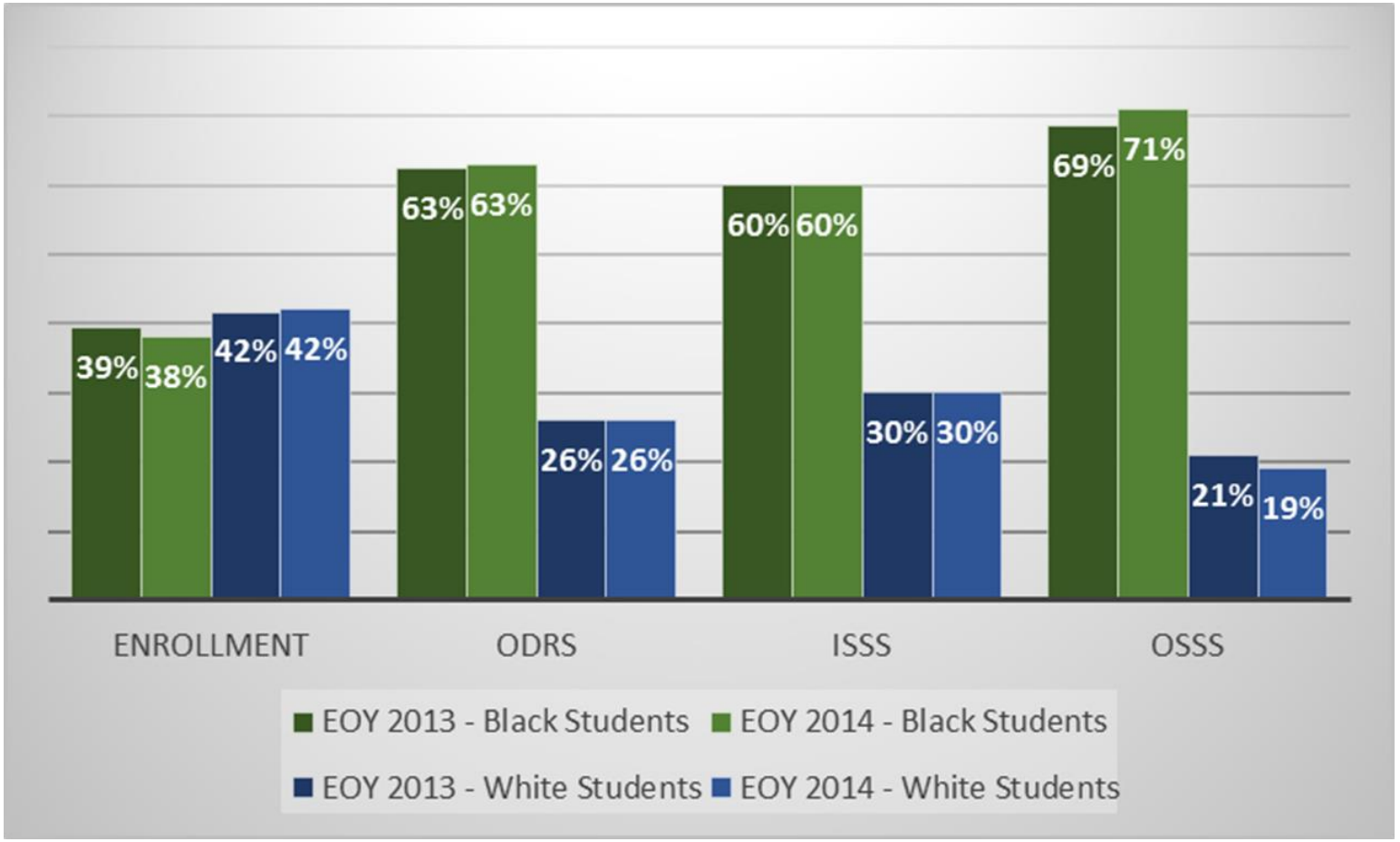
SOLs	Correlation
English	0.244*
Math	0.063

*statistically significant using a 5% significance level

EOY 2014 Special Education Disproportionality



EOY 2014 Racial Disproportionality



You Become Part of the Solution Today

Implementing A Culturally Responsive Tiered Systems Framework

Culturally Responsive VTSS Implementation

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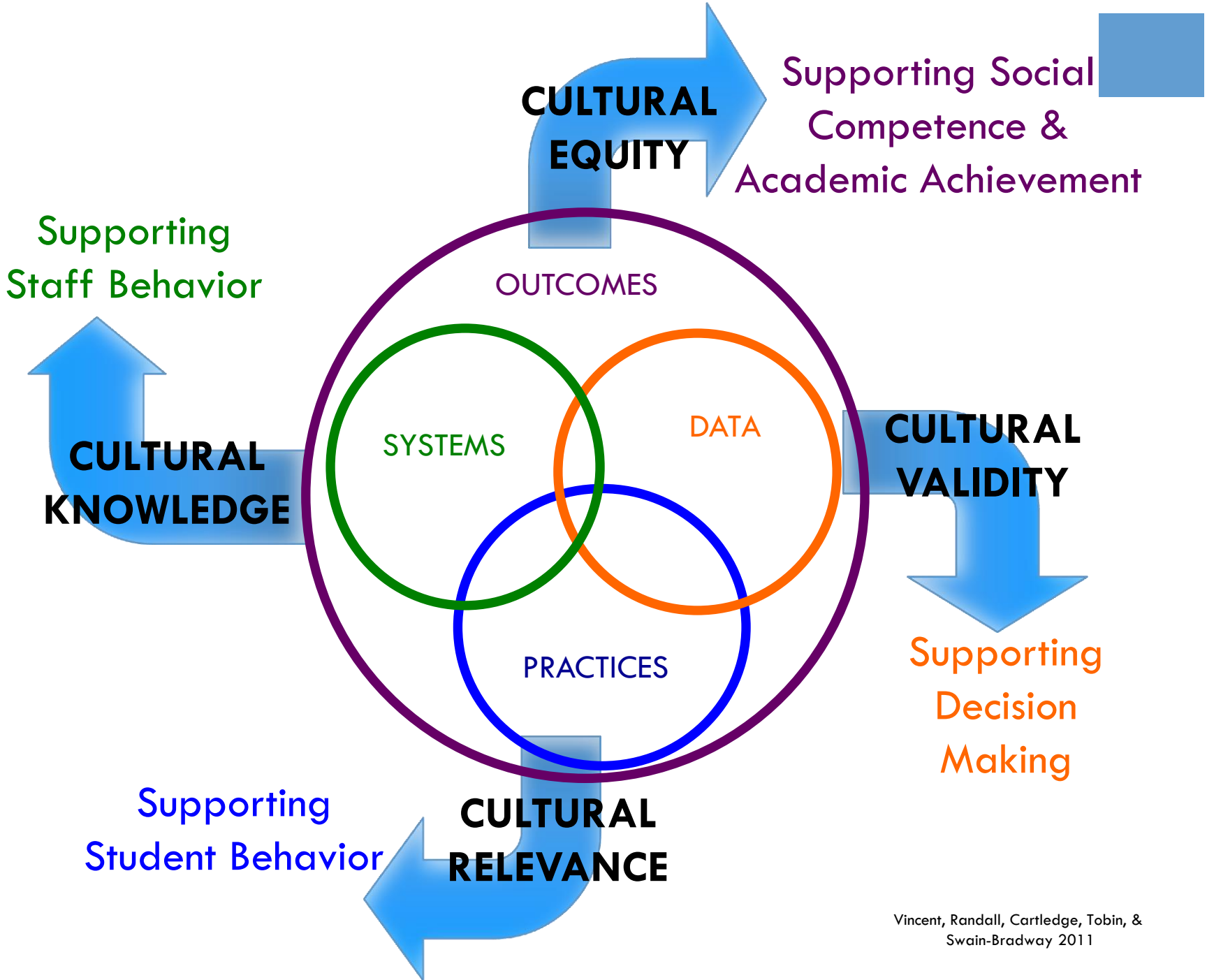
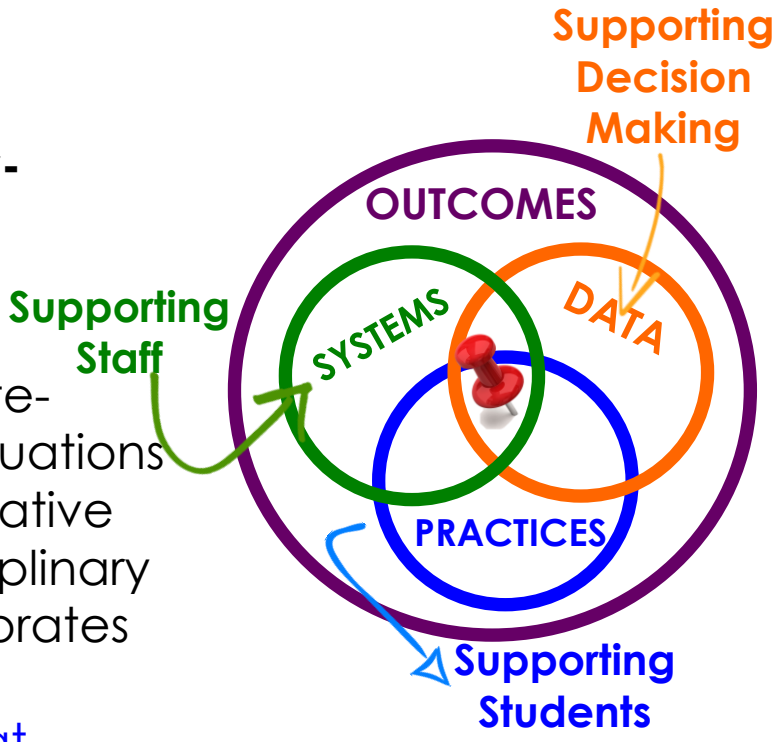


Vincent, Randall, Cartledge, Tobin, & Swain-Bradway 2011

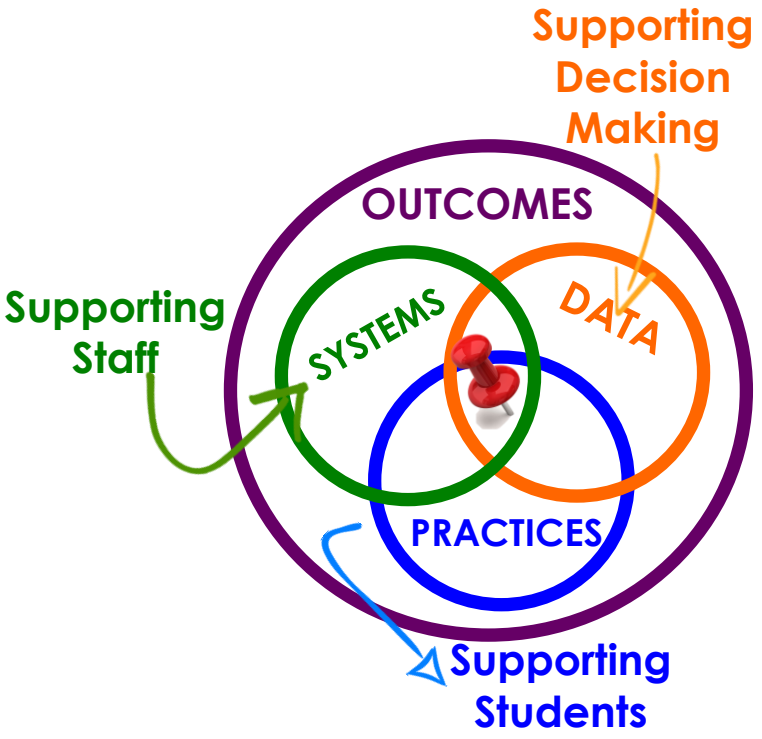
Legal Implications and Street "CRED": Culturally-Responsive and Equitable Discipline
Dr. Brenda Walker

Participants will develop culturally-responsive site-specific **action plans** that reflect their unique situations (this supports staff or builds the system for …) relative to proactive classroom management and disciplinary systems (…these practices!). The session incorporates legal and ethical principles and strategies for practices (Look more practices or strategies that support our students!) that are inclusive of varied stakeholder groups including diverse families and community agents.



I'm Determined: Tools to Support Successful School Experiences
Lee Anne Sulzberger

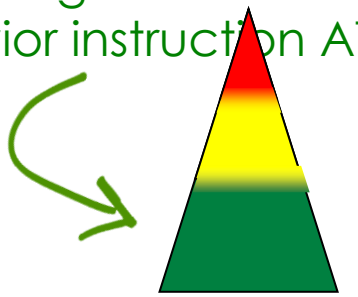
In this interactive session, participants will learn how the I'm Determined tools (Look, more practices to support students!) can be used within a tiered system of supports to reinforce the core components of self-determination and to help students stay in school. Participants will leave with an **action plan** (This is how we support adults, we don't just tell them to do something! We help them plan for it. That is a system!) that they have developed for using the free I'm Determined tools in their settings.

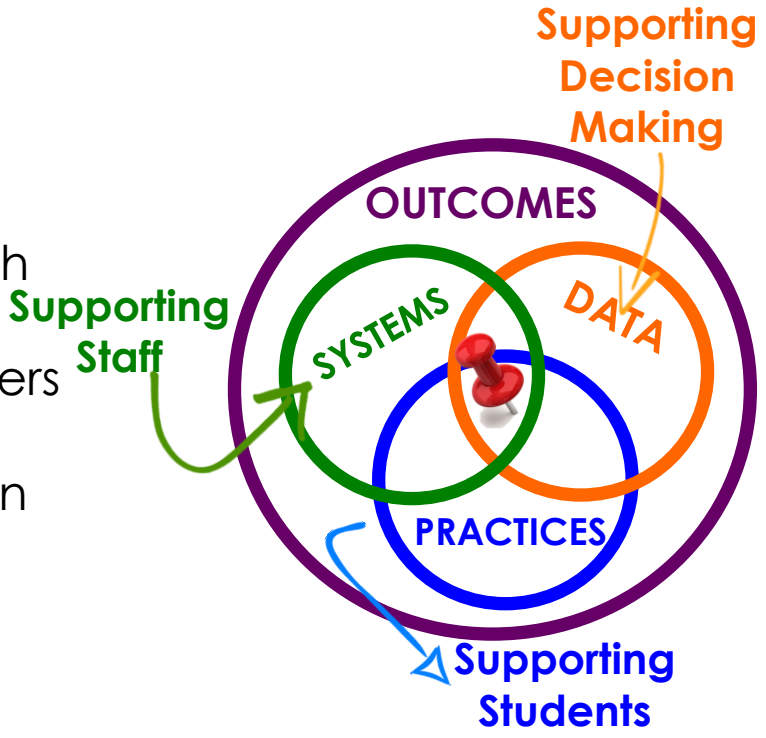


Using Universal Design for Learning (UDL) To Change Our Perspective on Teaching Positive Behavior

Dr. Fran Smith & Dr. Susanne Croasdaile

Universal Design for Learning (UDL) provides a theoretical framework based on brain research that guides the development of a behavior curriculum which simultaneously reduces barriers to student's successful demonstration of expectations and promotes learner expertise in recognizing when expectations should be demonstrated, identifying which behavior to demonstrate, and deciding to adhere to expectations. Here we are providing professional learning (supporting staff) in instructional design so that ALL students can access behavior instruction AT CORE!





Have Fun!

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